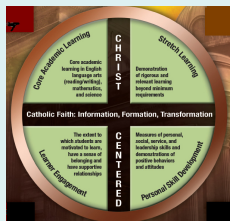


“3 Rs” for Catholic Education— Religion, Rigor and Relevance



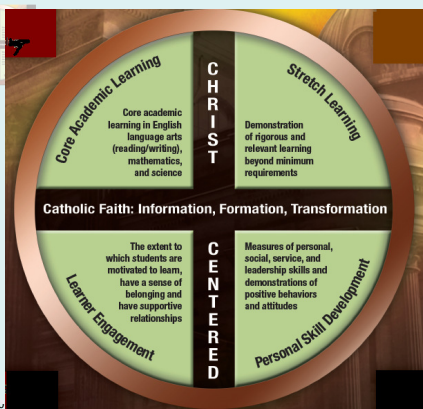
1



CATHOLIC SCHOOLS

- Catholic Identity
- Academic Excellence
- Sustainability

2



3

RELIGION

- Christ-centered
- Information, Formation, transformation



CATHOLIC IDENTITY

- Who we are
- What we believe
- The values we uphold
- How we see life
- Why we do what we do

Caution: What we say doesn't
always match what we do
but it is still the truth.

6



Information

USE A FAITH-CENTERED CURRICULUM



7



TEACH AS JESUS TAUGHT



8



Jesus. . .

- † Knew his subject matter
- † Was concerned about a person's self image.
- † Listened to others and adapted to His listeners.
- † Taught in a practical, clear and incisive manner.
- † Taught with authority and joy.
- † Was completely fair.
- † Was prepared to teach.
- † Used drill and review.
- † Taught hard things but did not take a questions.
- † Used His natural talents.
- † Had leadership. . .shared his lessons
- † Took time to rest, renew and restore Himself.

The Perfect Teacher



9



Jesus Taught in a Practical, Clear and Insightful Manner

- He used stories (parables) to teach.
- He knew what His learners were able to understand.
- He understood "learning styles" and "multiple intelligences."

*How do you meet the learning styles and intelligences of your students?
Do you make an effort to do this?*



10



Teaching As Jesus Taught

- What are the qualities you would like to have others remember you by?
- How can reflecting on the qualities of Jesus—the Perfect Teacher—help you to become a better person?



11



The Written Curriculum

- Integrate faith values into every aspect of the Curriculum
- Knowledge set in the context of faith becomes wisdom and life vision.
- In a Catholic School, the academic subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered.



12



Keeping Faith Values in the Curriculum

- The integration of faith and values throughout the curriculum helps students to understand the relationship that exists between faith and culture.
- For the Catholic School teacher this should be a way of thinking—How can this lesson be taught in the context of faith values?



13



What does the curriculum being taught in **YOUR** school's classrooms reflect?



- Foundations of faith
- A secular society



14



The Unwritten Curriculum

- Parish/Diocesan History
- School Patron
- Respect for Life; respect for others
- Charism/Mission of the School



15



Do you make an effort to make sure your students understand faith instruction?



16



Vocation

- There is a need to address the issue of vocation:
 - Priesthood
 - Religious Life
 - Married Life
 - Single Life



17



Do you integrate faith values into your curriculum?



18



Formation



19

As a member of the parish staff, you are called to the ministry of Religious education.



Being a Role Model

- You are a “teacher” and as a teacher, you are a role model for all those whom you encounter.
- How do you model those qualities which you want others to reflect?

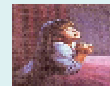


21



Prayer in school

- Sharing a life of prayer and a habit of prayer with students in a Catholic School is essential.
 - Recommendations for prayers during the school day:
 - Time-honored traditions
 - “Blessing the Hour.”
 - Prayer before Class
 - Remembering the Deceased
 - Remembering those in need
 - Short Prayers
 - Prayers of Special Patrons
 - Special Times of Prayer
 - Feast of the School Patron
 - Times of Special Need



22



Active participation in the liturgical life of the Church is essential

We need to give witness!!



- Sacramental Preparation
- Eucharistic Celebrations
- Parish Prayer Celebrations



23



Celebrate the Liturgical Seasons

- Advent
- Christmas
- Lent
- Marian Celebrations
- Saints
- Ordinary Time



24



Who do YOU say that I am?



Are you an active participant in the liturgical life of the Church?



25



Create a Prayerful Environment-- Draw from a Rich Heritage of Prayer



26



Environment



Is Faith an important part of your classroom/workspace environment?



27



What should be visible in the classroom?

- Crucifix
- Bible
- Statues
- Religious Bulletin Boards
- Religious posters
- Prayer corner



28



Transformation

- The Catholic School. . .
- Must respond to the needs of the socially and economically disadvantaged.
- Must face the challenges of new forms of poverty:
 - Those who lack any type of inspiring ideal;
 - Those to whom no values are proposed;
 - Those who do not know the beauty of faith;
 - Those who come from families that are broken and incapable of love;
 - Those who are living in situations of material and spiritual poverty;
 - Those who are slaves to the new idols of society.

--U.S. Catholic Bishops



29



Practices

- Courtesy and respect reflect a Christian atmosphere in the classroom.
- Attention to neatness and good order provides the teacher with an opportunity to create a climate reflective of Christian values.



30




Create a Faith Community Centered on Dignity and Respect








31




Knowing the mission Sharing the mission



- Do I give witness to the phrase from Scripture, "See how these Christians love one another?"
- How do I show respect for those with whom I share this ministry?
- Is this evident to my students? To others?

32





EXAMINE YOUR MISSION STATEMENT

33


Do you want to be well?

Jn 5:6

How committed are you to the mission of the Catholic Church?

We have completed one decade of the twenty-first century!!



We need to put the twentieth century
behind us!






36

Twenty First Century Learning



- Core Academic Learning
- Stretch Learning—learning beyond the minimum requirements



Are you still here????



USA 1960's typical classroom – teacher-centered, fragmented curriculum, students working in isolation, memorizing facts

38



Or have you moved on???



A classroom at the School of Environmental Studies, aka the Zoo School, in Minneapolis. A perfect example of real-life, relevant, project-based 21st century education.

39



The Millennial Generation must:

- ◆ Have strong academic skills
- ◆ Know how to learn
- ◆ Communicate effectively, listen, write and speak well
- ◆ Think critically, creatively, and solve problems
- ◆ Work well in teams

40



The Millennial Generation must:

- ◆ Possess self-esteem and motivation
- ◆ Understand how to obtain and use information
- ◆ Possess the ability to evaluate self and others
- ◆ Function in multicultural, diverse settings


41



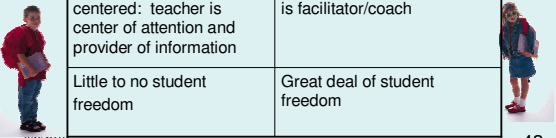
20th Century Classroom vs. the 21st Century Classroom

•Time-based	Outcome- based
•Focus: memorization of discrete facts	Focus: what students know, Can Do and Are Like after all the details are forgotten
•Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application.	Learning is designed on upper levels of Blooms' – synthesis, analysis and evaluation (and include lower levels as curriculum is designed down from the top.)
• Textbook-driven	Research-driven


42



Textbook-driven	Research-driven
Passive learning	Active Learning
Learners work in isolation – classroom within 4walls	Learners work collaboratively with classmates and others around the world – the Global Classroom
Teacher-centered: teacher is center of attention and provider of information	Student-centered: teacher is facilitator/coach
Little to no student freedom	Great deal of student freedom



43



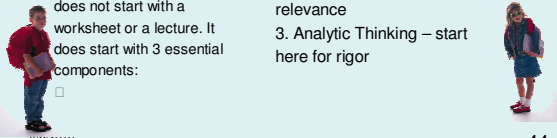
Developing a Passion for Rigorous Learning

New research and actions every school should take to create critical thinkers who can adapt and create solutions when change occurs


- Setting the bar high, not low and then providing the help or every student to achieve
- 1. A Climate for Learning – relationships
- 2. Connected Learning – relevance
- 3. Analytic Thinking – start here for rigor

□ The path of new learning does not start with a worksheet or a lecture. It does start with 3 essential components:

-



44



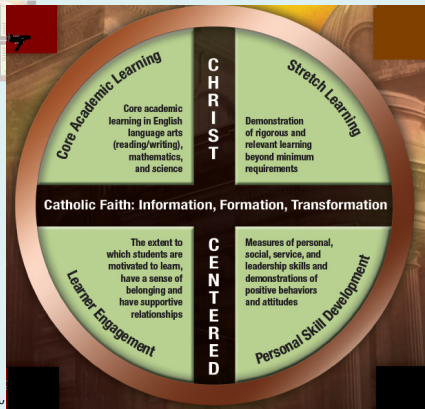
21st Century Learning-- New Learning about Learning

- Context – Real-world learning
- Caring – Intrinsic motivation
- Construction – Mental, actual, & virtual model-building
- Competence – Multiple intelligences, styles, contribution
- Community – Learning socially in groups & teams


From: National Research Council, Edited by Bransford, Brown and Cocking



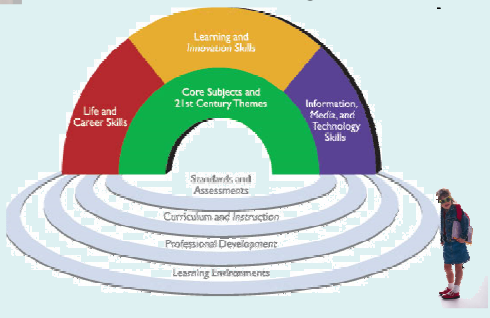

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Framework for 21st Century Learning

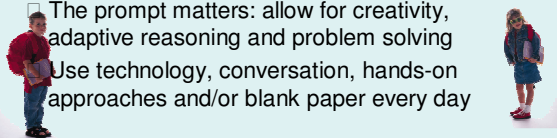



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Selecting High Payoff Strategies

- Looking for analytic strategies to strengthen new connections and increase the potential for long term memory
- Teach students self evaluation each day
- The prompt matters: allow for creativity, adaptive reasoning and problem solving
- Use technology, conversation, hands-on approaches and/or blank paper every day



48



Rigorous Learning is Key for All Students

- Select strategies that work during the course of any lesson
- Start with parts of your lessons like openings, transitions and closings
- Any lesson can increase rigor with the right prompt and strategy
- Try a few of these frequently

"Students can only do as well as the question they are asked or the assignment they are given."

Educational Trust, 2006



49



Brain-Based Rules for How People Learn Best

1. What students learn must be personally meaningful.
2. What students learn is challenging, and they accept the challenge.
3. What students learn is appropriate to their developmental level.
4. Students can learn in their own way, have choices, and feel in control.
5. Students use what they know to construct new knowledge
6. Students have opportunities for social interaction..
7. Students get helpful feedback.
8. Students acquire and use strategies.
9. Students experience a positive emotional climate.
10. The environment supports the intended learning for the student.

Adapted from: Brandt, R. Powerful Learning, ASCD (1998)
What: 1-3
How: 4-7
Where: 9-10



50

Rigor and Relevance

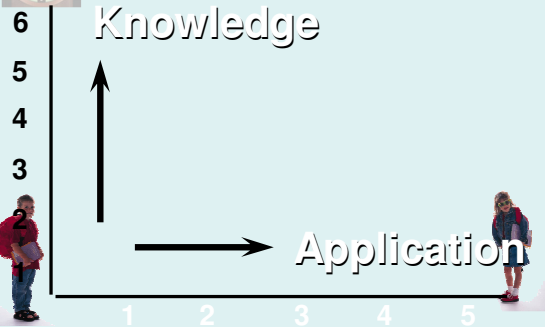


◆ **Bloom's Taxonomy**
Level of challenge of the learning for the student

◆ **Application Model**
Relevance of learning to life and work



Rigor/Relevance Framework



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation



Application

1. Knowledge of one discipline
2. Application within discipline
3. Application across disciplines
4. Application to real world predictable situations
5. Application to real world unpredictable situations



Knowledge Taxonomy

Basic Nutrition

- 6 Appraise results of personal eating habits over time
- 5 Develop personal nutrition goals
- 4 Examine success in achieving nutrition goals
- 3 Use nutrition guidelines in planning meals
- 2 Explain nutritional value of foods
- 1 Label food by nutritional groups





Application Model

Basic Nutrition

- 1 Label food by nutrition groups
- 2 Rank foods by nutritional value
- 3 Make cost comparison of foods considering nutritional value
- 4 Develop nutritional plan for a health problem affected by food
- 5 Devise a sound nutritional plan for a group of 3 year-olds who are "picky" eaters



knowledge

Questions students should be able to answer



CAREER DEVELOPMENT

- Self-knowledge
 - Who am I?
- Career exploration
 - Where am I going?
- Career Plan
 - How do I get there?

INTEGRATED LEARNING

- What am I learning?
- Why am I learning it?
- How can I use it?

application

FOUNDATION SKILLS

- What do I need to know?
 - What skills are important for me?

skills



56

RIGOR



Core Academic learning

Stretch learning



Bloom's Taxonomy

Awareness Level

- ◆ Recall specific information
- ◆ list, arrange, tell, underline, identify, locate
- ◆ List the 4 P's in the marketing mix.

Comprehension Level

- ◆ Understanding or interpretation of information
- ◆ define, explain, calculate, reword
- ◆ Explain how to apply varnish to a table.



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Bloom's Taxonomy

Application level

- ◆ Applying knowledge and understanding to a new situation
- ◆ solve, operate, use, handle, apply
- ◆ Using a ruler, determine the square footage of the floor in this classroom.

Analysis Level

- ◆ Separate a complex idea into its components
- ◆ categorize, simplify, examine, inspect, survey
- ◆ Which Microsoft office application was used to create this presentation?



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Bloom's Taxonomy

Synthesis Level

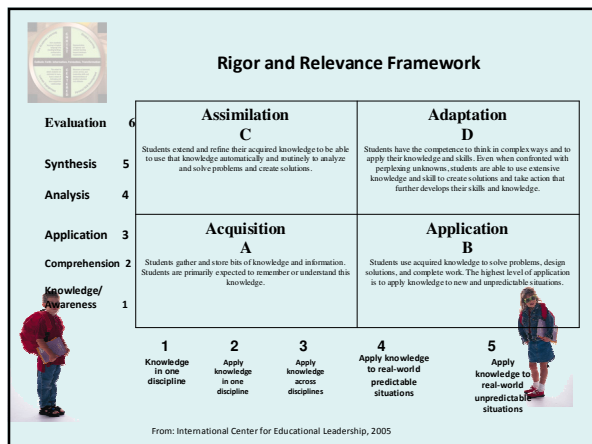
- ◆ Combining knowledge to form a new idea.
- ◆ create, build, generate, reorganize
- ◆ Write or tell a new story using the same characters.

Evaluation Level

- ◆ Choosing an alternative in making a decision.
- ◆ decide, classify, judge, prioritize, determine
- ◆ Which salesperson provided the best customer service? Why?

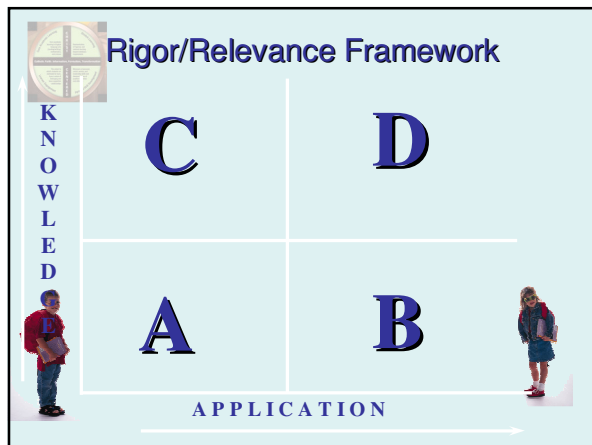


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RELEVANCE

Application of learned skills



Application Model

Knowledge

- ◆ Learning Knowledge, Attitude, or Skills
- ◆ Learning how to use the Internet

Apply in Discipline

- ◆ Using the knowledge, attitude, or skills within the course curriculum
- ◆ Searching the Internet to find information to complete a class project

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Application Model

Apply Across Disciplines

- ◆ Using the knowledge, attitude, or skills in all discipline curriculums
- ◆ Use the skills learned in the Microsoft Office class to prepare humanities report and presentation.

Apply to Predictable Situations

- ◆ Using information to analyze and solve real problems with predictable solutions
- ◆ Read a recipe, measure and combine ingredients to make a decorated birthday cake.

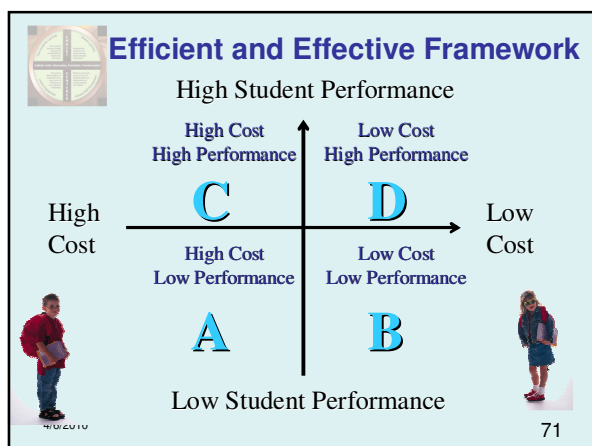
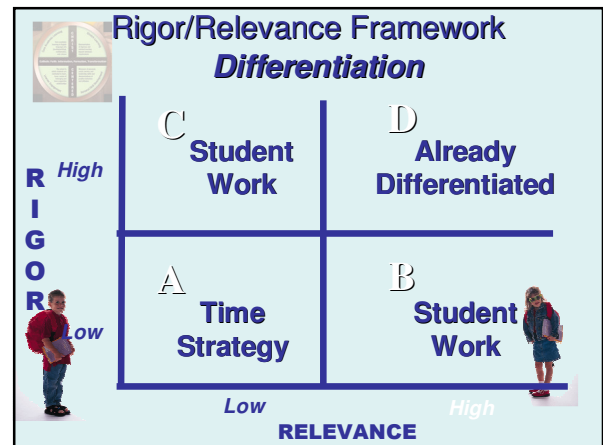
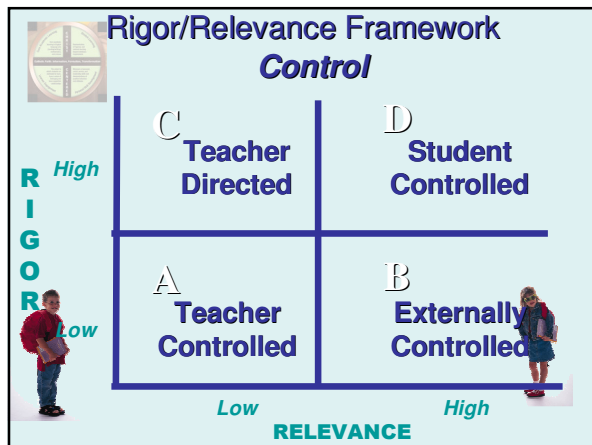
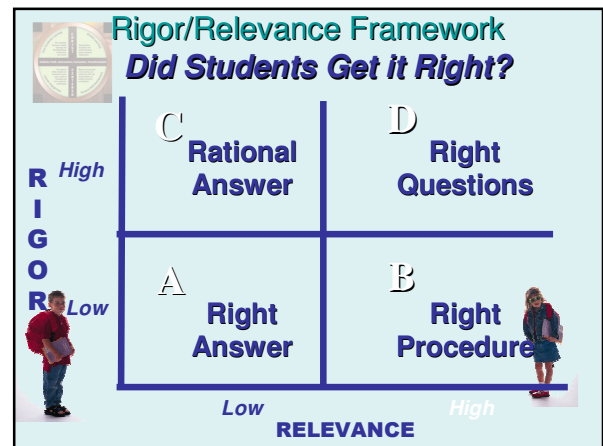
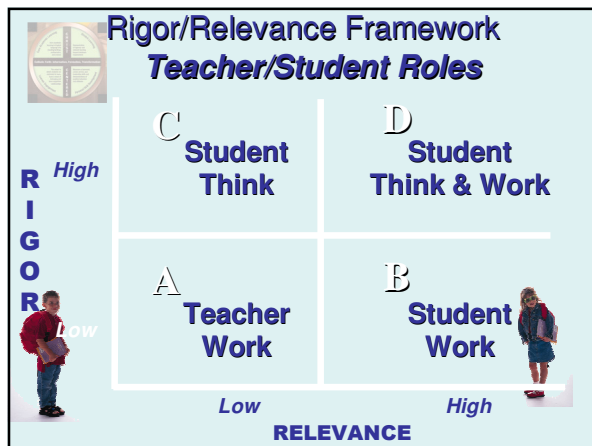
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Application Model

Apply to Unpredictable Situations

- ◆ Using information to analyze and solve real problems with unknown solutions
- ◆ Use a road map to figure out where you are and where you should go when lost on a trip from Rochester, New York to Jackson, Mississippi.

66



Whose image is this and whose inscription?

Mt: 22:30, Mk 12:16,
Lk 20:24

Jesus taught His followers good citizenship. Students in a Catholic School should be taught the qualities of a good citizen.



The other "R"s

- Relationships
- Reflection
- Responsibility
- Respect
- Reinforcement
- renewal



73



"R" U E ?

Are you ready?



74